U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Technical Review Coversheet

Applicant: Del Norte Unified School District (U411C110418)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Sub Total	0	0
Selection Criteria		
Need for Project		
1. Need for Project	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Quality of the Management	20	20
Sub Total	80	80
Priority Questions		
Competitive Preference Priority 6		
Competitive Preference Priority 6		
1. Competitive Preference 6	1	1
Sub Total	1	1
Competitive Preference Priority 7		
Competitive Preference Priority 7		
1. Competitive Preference 7	1	0
Sub Total	1	0
Competitive Preference Priority 8		
Competitive Preference Priority 8		
1. Competitive Preference Pr	1	1
Sub Total	1	1
Competitive Preference Priority 9		
Competitive Preference Priority 9		
1. Competitive Preference 9	1	0
Sub Total	1	0
Competitive Preference Priority 10		
Competitive Preference Priority 10		

1. Competitive Preference 10	1	0
Sub Total	1	0
Total	85	82

Technical Review Form

Panel #45 - 84.411C Panel - 45: 84.411C

Reader #1:   * * * * * * * * * *

Applicant: Del Norte Unified School District (U411C110418)

Questions

Summary Statement - Summary Statement

1. **Summary Statement (Optional)**

   General:

   The applicant presents an innovative project that focuses on the strategic use of student assessment data to inform instructional strategies. The program plan uses data coaching, Data Informed Instruction, and Data PLC Teams. The applicant has experienced tremendous gains in student achievement when implementing the strategy on a smaller scale. For example, one elementary school doubled the number of students scoring proficiency on a national academic assessment. The program seeks to impact student growth and teacher effectiveness in all core subject areas. The applicant's proposed project is a well developed and addresses the needs of the target rural districts.

Reader's Score: 0

Selection Criteria - Need for Project

1. **The Secretary considers the need for the project. In determining the need for the project, the Secretary considers the following factors:**

   (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

   (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

   (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

   Strengths:

   The applicant's proposed project addresses Absolute Priority 5 and Absolute Priority 3. Based on 2006-2007 and 2008-2009 data, the applicant's graduation rates have been below the state's average. The applicant's narrative identifies a need for computers reportedly elementary schools average 3.5 students per computer, middle school 2.9 to each, and high schools 3.1 (p. 2). The applicant faces challenges of poverty, low expectations in the home, and 84% of the students receive free or reduced lunch. The project will serve 3,893 students and 19 teachers in one district encompassing 1200 square miles. The applicant provides strong evidence that a significant number of students are not completing high school.

   Weaknesses:

   No weaknesses noted.

Reader's Score: **35**

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design to be conducted of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:**

   (1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are
   (a) aligned with the priorities the eligible applicant is seeking to meet, and
   (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

   (2) The eligible applicant's estimate of the cost of the proposed project, which includes the start up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

   Note: The Secretary considers cost estimates both
   (a) to assess the reasonableness of the costs relative to the objectives, design, and potential significance for the total number of students to be served by the proposed project, which is determined by the eligible applicant, and
   (b) to understand the possible costs for the eligible applicant or others (including other partners) to reach the scaling targets of 100,000, 250,000, and 500,000 students for Development grants. An eligible applicant is free to propose how many students it will serve under its project, and is expected to reach that number of students by the end of the grant period. The scaling targets, in contrast, are theoretical and allow peer reviewers to assess the cost-effectiveness generally of proposed projects, particularly in cases where initial investment may be required to support projects that operate at reduced cost in the future, whether implemented by the eligible applicant or any other entity. Grantees are not required to reach these numbers during the grant period.

   (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

   (4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

   Strengths:

   The applicant has clearly defined goals and objectives that are measurable. The outlined strategies aligned with the Absolute Priorities and Competitive Preference Points the applicant plans to meet. The applicant seeks to enhance teacher performance through the provision of research based professional development that targets the needs of all students. The costs are reasonable based on the number of students served. The narrative provides strong evidence that the proposed project is scalable and can be funded beyond the grant period. The project can be scaled up to meet the needs of 100,000, 250,000 and 500,000 students (see chart p. 4).

   The 5 year project will costs $2,999,784 serving 3893 students at $154 per year (p. 13). The project is sustainable based on commitments from several foundations that guarantee funding beyond the grant (p. 14). The project is designed to produce rigorous training for principals and teachers that will enhance and increase academic achievement.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:**

   (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.

   (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

   Strengths:

   The management team is composed of a Project Director, Director of Grants, Superintendent and Project Evaluator. The project is appropriately led by the Project Director. The project will have oversight from a leadership and management team that meet on a monthly basis (p. 21). The applicant includes charts that highlight major milestones, timeline and persons responsibilities (pp. 21-22). The applicant has extensive experience in managing large grant funded projects. The qualifications of key personnel indicate the program will be led by experienced professionals with backgrounds directly related to their roles in the proposed project (pp. 23-24).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 20

Priority Questions

Competitive Preference Priority 6 - Competitive Preference Priority 6

1. **Competitive Preference Priority 6 - Innovations for Improving Early Learning Outcomes (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

   (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);

   (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and

   (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

   Strengths:

   The applicant's program focuses on the effective use of student achievement data and improving instructional strategies for early childhood students. The project will hire an early childhood Data Coach to work with early childhood teachers. The data coach along with pre-K teachers will conduct early childhood education

assessments and conduct monthly data meetings to develop strategies that will help prepare children for kindergarten success (p. 1).

Weaknesses:

No weaknesses noted

Reader's Score: 1

Competitive Preference Priority 7 - Competitive Preference Priority 7

1. **Competitive Preference Priority 7 - Innovations that Support College Access and Success (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

   (a) address students'preparedness and expectations related to college;

   (b) help students understand issues of college affordability and the financial aid and college application processes; and

   (c) provide support to students from peers and knowledgeable adults.

   Strengths:

   Not scored

   Weaknesses:

   Not scored

Reader's Score: 0

Competitive Preference Priority 8 - Competitive Preference Priority 8

1. **Competitive Preference Priority 8 - Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

   Strengths:

   The applicants program focuses on the effective use of student achievement data. The project will hire coaches whose role is to focus primarily on the needs of students with limited English proficiency and disabilities. The coaches are to work with teachers to develop appropriate assessment tools, instructional

strategies (like SDAIE), and specialized curriculum to enhance academic performance among students with special needs (p. 1).

Weaknesses:

No weaknesses noted.

Reader's Score: 1

Competitive Preference Priority 9 - Competitive Preference Priority 9

1. **Competitive Preference Priority 9 - Improving Productivity (zero or one point)**

   We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

   Strengths:

   Not scored

   Weaknesses:

   Not scored

Reader's Score: 0

Competitive Preference Priority 10 - Competitive Preference Priority 10

1. **Competitive Preference Priority 10 - Technology (zero or one point)**

   We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

   Strengths:

   Not scored

   Weaknesses:

   Not scored

Reader's Score: 0

Status: Submitted

Last Updated: 9/10/11 12:00 AM

Technical Review Coversheet

Applicant: Del Norte Unified School District (U411C110418)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Sub Total	0	
Selection Criteria		
Need for Project		
1. Need for Project	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Quality of the Management	20	20
Sub Total	80	80
Priority Questions		
Competitive Preference Priority 6		
Competitive Preference Priority 6		
1. Competitive Preference 6	1	1
Sub Total	1	1
Competitive Preference Priority 7		
Competitive Preference Priority 7		
1. Competitive Preference 7	1	
Sub Total	1	
Competitive Preference Priority 8		
Competitive Preference Priority 8		
1. Competitive Preference Pr	1	1
Sub Total	1	1
Competitive Preference Priority 9		
Competitive Preference Priority 9		
1. Competitive Preference 9	1	
Sub Total	1	
Competitive Preference Priority 10		
Competitive Preference Priority 10		

1. Competitive Preference 10   1

                                              Sub Total   1

                                                 Total   85   82

Technical Review Form

Panel #45 - 84.411C Panel - 45: 84.411C

Reader #2:   * * * * * * * * * *

Applicant: Del Norte Unified School District (U411C110418)

Questions

Summary Statement - Summary Statement

1. **Summary Statement (Optional)**

   General:

   Reader's Score:

Selection Criteria - Need for Project

1. **The Secretary considers the need for the project. In determining the need for the project, the Secretary considers the following factors:**

   (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

   (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

   (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

   Strengths:

   The project shows a definite need for the project, citing student achievement data, student poverty data and student demographics.

   The project is modeled on a scaled down model tested earlier which showed significant gains. This application seeks to spread the success across all schools in the area.

   This project will focus on the use of data to inform instruction. Their strategies include implementation of a Data Coaching Model to identify students in need of intervention. Steps have already been put into place to increase interest of teachers in this innovation. p. 9

   Weaknesses:

   None

   Reader's Score: 35

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design to be conducted of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:**

   (1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are
   (a) aligned with the priorities the eligible applicant is seeking to meet, and
   (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

   (2) The eligible applicant's estimate of the cost of the proposed project, which includes the start up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

   Note: The Secretary considers cost estimates both
   (a) to assess the reasonableness of the costs relative to the objectives, design, and potential significance for the total number of students to be served by the proposed project, which is determined by the eligible applicant, and
   (b) to understand the possible costs for the eligible applicant or others (including other partners) to reach the scaling targets of 100,000, 250,000, and 500,000 students for Development grants. An eligible applicant is free to propose how many students it will serve under its project, and is expected to reach that number of students by the end of the grant period. The scaling targets, in contrast, are theoretical and allow peer reviewers to assess the cost-effectiveness generally of proposed projects, particularly in cases where initial investment may be required to support projects that operate at reduced cost in the future, whether implemented by the eligible applicant or any other entity. Grantees are not required to reach these numbers during the grant period.

   (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

   (4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths:

This project provides an easy to understand approach to looking at use of data to improve student learning. The use of data coaches, professional development for teachers, involvement of the principals in all data meetings, and a visual data wall to show at risk students progress and improvement has a nice flow to it.

Allowing data coaches to serve as instructional coaches and encourage effective practice in the classroom is essential to improve student learning.

Scale up costs are included and the cost per student is economical at $154 per student.

Communication of results to the parents and community makes public the work being undertaken and increases the understanding and support of the community.

Inclusion of neighboring districts in professional development provides a base of experienced teachers that can support each other while in rural settings. P. 22

Weaknesses:

None

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:**

   (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.

   (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

   Strengths:

   The management plan is clear and links to persons responsible. There is a clear link to activities and outcomes and their alignment to the grant requirements and priorities.

   The management team shows both educational background and experience in running large scale programs that will provide valuable research data. Resumes indicate experience in the area instruction and data analysis.

   Weaknesses:

   Nonw

Reader's Score: 20

Priority Questions

Competitive Preference Priority 6 - Competitive Preference Priority 6

1. **Competitive Preference Priority 6 - Innovations for Improving Early Learning Outcomes (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

   (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);

   (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and

   (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

   Strengths:

   This project examines and addresses needs of early childhood learners as expressed with their examination of student readiness and pre K camps for students needing a boost prior to Kindergarten.

Weaknesses:

None

Reader's Score: 1

Competitive Preference Priority 7 - Competitive Preference Priority 7

1. **Competitive Preference Priority 7 - Innovations that Support College Access and Success (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

   (a) address students'preparedness and expectations related to college;

   (b) help students understand issues of college affordability and the financial aid and college application processes; and

   (c) provide support to students from peers and knowledgeable adults.

   Strengths:

   Weaknesses:

Reader's Score:

Competitive Preference Priority 8 - Competitive Preference Priority 8

1. **Competitive Preference Priority 8 - Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

   Strengths:

   The applicant showed examination of data related to students with special needs and hiring data coaches with specific experience and licensure in special needs and ELL.

Weaknesses:

None

Reader's Score: 1

Competitive Preference Priority 9 - Competitive Preference Priority 9

1. **Competitive Preference Priority 9 - Improving Productivity (zero or one point)**

   We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

   Strengths:

   Weaknesses:

Reader's Score:

Competitive Preference Priority 10 - Competitive Preference Priority 10

1. **Competitive Preference Priority 10 - Technology (zero or one point)**

   We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

   Strengths:

   Weaknesses:

Reader's Score:

Status: Submitted
Last Updated: 9/7/11 12:00 AM

Technical Review Coversheet

Applicant: Del Norte Unified School District (U411C110418)
Reader #3:   **********

		Points Possible	**Points Scored**
Questions			
Summary Statement			
Summary Statement			
1. Summary Statement		0	0
	Sub Total	0	0
Selection Criteria			
Need for Project			
1. Need for Project		35	35
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Quality of the Management		20	19
	Sub Total	80	79
Priority Questions			
Competitive Preference Priority 6			
Competitive Preference Priority 6			
1. Competitive Preference 6		1	1
	Sub Total	1	1
Competitive Preference Priority 7			
Competitive Preference Priority 7			
1. Competitive Preference 7		1	
	Sub Total	1	
Competitive Preference Priority 8			
Competitive Preference Priority 8			
1. Competitive Preference Pr		1	1
	Sub Total	1	1
Competitive Preference Priority 9			
Competitive Preference Priority 9			
1. Competitive Preference 9		1	
	Sub Total	1	
Competitive Preference Priority 10			
Competitive Preference Priority 10			

1. Competitive Preference 10   1

                                   Sub Total   1

                                         Total   85   81

Technical Review Form

Reader #3: * * * * * * * * * *

Applicant: Del Norte Unified School District (U411C110418)

Questions

Summary Statement - Summary Statement

1. **Summary Statement (Optional)**

   General:

   The DelNorte plan to introduce a Data-Driven instructional model to the schools in its district meets the Secretary s criteria as innovative and addressing the academic achievement of the neediest students. Building on the successful experience of a district elementary and middle school DelNorte intends to bring the data-driven model to scale. The proposal is especially strong in that it truly intends to address the needs of all students from a research-based foundation.

Reader's Score: 0

Selection Criteria - Need for Project

1. **The Secretary considers the need for the project. In determining the need for the project, the Secretary considers the following factors:**

   (1) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

   (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

   (3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

   Strengths:

   One district of 20 schools will participate in a district-wide project to implement a data-based coaching model (REACT) which has yielded a significant, positive impact on student achievement in one elementary and one middle school in the district. REACT builds on a foundation of information obtained through a system of formative and summative assessments to support effective classroom instruction. This project can be considered innovative in that it proposes to put in place a complete system of improvement built on the collection of data (student performance); using technology to store and sort the data; communicating the data to the entire faculty through the data wall followed by the implementation of Learning Communities that study and plan together based on data. This communication and analysis on the part of the entire faculty strategy is often a missing step in many attempts to use data to guide instruction.

   Significant pockets of poverty exist in the district (p.2) with some elementary and high schools failing to meet AYP in at least one content area in at least one subgroup. District wide achievement results (CST) in English/Language Arts and Mathematics show large percentages of students scoring Basic and below Basic. Mathematics scores (Grade 2 - 47%; Grade 8 70%; Grade 11- 60%) and ELA scores (Grade 2 63%; Grade 8 53%; and Grade 11 71%) illustrate considerable need of improvement.

The Del Norte proposal describes a district-wide implementation of a data based system of reform that has proven results based on research in two existing district schools: Joe Hamilton and Crescent Elk. Both schools increased the percentage of students scoring proficient or advanced by at least 20 percentage points in ELA and 11 percentage points in Mathematics in three years. Especially important is the fact that not only did overall scores improve but all subgroups also showed large gains.

Weaknesses:

None found

Reader's Score: 35

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design to be conducted of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:**

   (1) The extent to which the proposed project has a clear set of goals and an explicit strategy, with actions that are
   (a) aligned with the priorities the eligible applicant is seeking to meet, and
   (b) expected to result in achieving the goals, objectives, and outcomes of the proposed project.

   (2) The eligible applicant's estimate of the cost of the proposed project, which includes the start up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

   Note: The Secretary considers cost estimates both
   (a) to assess the reasonableness of the costs relative to the objectives, design, and potential significance for the total number of students to be served by the proposed project, which is determined by the eligible applicant, and
   (b) to understand the possible costs for the eligible applicant or others (including other partners) to reach the scaling targets of 100,000, 250,000, and 500,000 students for Development grants. An eligible applicant is free to propose how many students it will serve under its project, and is expected to reach that number of students by the end of the grant period. The scaling targets, in contrast, are theoretical and allow peer reviewers to assess the cost-effectiveness generally of proposed projects, particularly in cases where initial investment may be required to support projects that operate at reduced cost in the future, whether implemented by the eligible applicant or any other entity. Grantees are not required to reach these numbers during the grant period.

   (3) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

   (4) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

   Strengths:

   1. The proposal has clearly defined goals and an especially strong implementation process   sequence of activities beginning with professional development to build a common knowledge base among administrators and teachers. Research shows that significant change cannot effectively occur without the understanding and support of key administrators and teacher leaders. This plan proposes to develop the capacity of both.

   Teachers, engaged in the act of teaching, are not always adept at using data to improve instruction. An important feature of the proposal is the addition of a data coach to help build teacher assessments which in turn will better enable them modify and adapt instruction to better meet student needs. Finally, integrating the process as part of the district s Early Childhood Program attacks the achievement problem early.

This proposal not only presents the project costs which are reasonable, the budget detail which is extensive; and the scale up costs adequate.

Given the goals of this project, the budget reflects a balance between administrative positions and support for teachers including substitute teachers.

Weaknesses:

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan and personnel for the proposed project. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers the following factors:**

   (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, as well as tasks related to the sustainability and scalability of the proposed project.

   (2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

   Strengths:

   The project s organizational structure including the partnership at the district and school level is impressive. The management plan in general outlines the project is broad terms but does also include sufficient detail to suggest the district will complete its tasks.

   Qualifications of key staff are appropriate to provide the leadership necessary for the completion of the project. The Director is clearly qualified having successfully implemented the Data Driven Instruction process at his own school.

   Weaknesses:

   The proposal describes the important role Data Coaches must play but does not include a specific description of the position leaving open the question of qualifications for the position

Reader's Score: 19

Priority Questions

Competitive Preference Priority 6 - Competitive Preference Priority 6

1. **Competitive Preference Priority 6 - Innovations for Improving Early Learning Outcomes (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on

(a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);

(b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and

(c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths:

The DelNorte proposal is a particularly strong contender for funding in large measure because it systematically addresses the need for academic achievement in needy rural communities at the onset of the educational process by providing early childhood educators with help implementing the data-driven instructional model planned for the district. Assisting educators of even the youngest children, make instructional decisions based on evidence can build improvement from the beginning of the educational process.

Weaknesses:

None found.

Reader's Score: 1

Competitive Preference Priority 7 - Competitive Preference Priority 7

1. **Competitive Preference Priority 7 - Innovations that Support College Access and Success (zero or one point)**

   We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

   (a) address students'preparedness and expectations related to college;

   (b) help students understand issues of college affordability and the financial aid and college application processes; and

   (c) provide support to students from peers and knowledgeable adults.

   Strengths:

   Weaknesses:

Reader's Score:

Competitive Preference Priority 8 - Competitive Preference Priority 8

1. **Competitive Preference Priority 8 - Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students (zero or one point)**

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths:

Special Education is included in the plan to introduce a Data-driven instructional model to educators in the DelNorte School District. The inclusion of a data coach with the outlined credentials, to support teachers in a special education environment makes this a very strong proposal.

Weaknesses:

None found.

Reader's Score: 1

Competitive Preference Priority 9 - Competitive Preference Priority 9

1. Competitive Preference Priority 9 - Improving Productivity (zero or one point)

We give competitive preference to applications for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.

Strengths:

Weaknesses:

Reader's Score:

Competitive Preference Priority 10 - Competitive Preference Priority 10

1. Competitive Preference Priority 10 - Technology (zero or one point)

We give competitive preference to applications for projects that are designed to improve student achievement or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

Weaknesses:

Reader's Score:

Status: Submitted
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